Undergraduate Advanced Diploma in Archaeology

2016-2018

Course code: 1618GCR61

COURSE SPECIFICATION
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Welcome to the Undergraduate Advanced Diploma in Archaeology a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Advanced Diploma is taught and awarded at FHEQ level 6 (i.e. third-year undergraduate level), attracts 120 credits and is completed over two academic years. For further information about academic credit please see our website, http://www.ice.cam.ac.uk/studying-with-us/information-for-students/faqs/3-credit-faqs

Teaching staff

Course Director
Dr Gilly Carr is University Senior Lecturer and Academic Director in Archaeology at the University's Institute of Continuing Education. She is a Fellow and Director of Studies in Archaeology and Anthropology at St Catharine's College and a Member of the McDonald Institute of Archaeological Research.

After carrying out research in Iron Age and Roman Britain from 1993 to 2006, Gilly’s research interests are now in heritage studies, POW archaeology and WWII archaeology. She has several fieldwork projects in the Channel Islands, where she has been examining the heritage and archaeology of the German occupation. Two of her recent two books include Heritage and Memory of War: Responses from small islands (Routledge 2015, co-edited with Keir Reeves) and Legacies of Occupation: Archaeology, Heritage and Memory in the Channel Islands (Springer 2014). She has published her work extensively, regularly speaks at international conferences, and has curated museum exhibitions and heritage trails in Guernsey and Jersey based on her research.

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Venue

Madingley Hall is an historic Tudor mansion on the outskirts of Cambridge with one of the finest gardens in the region.

The Hall is situated in the village of Madingley, three miles west of Cambridge with easy access from the M11 and the A14. Full directions are given on our website at www.ice.cam.ac.uk/directions.

Contact details of ICE

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Introduction

i) This course specification and how to use it
You are encouraged to read this course specification and follow its advice. Please return to it frequently. This guide and the Student Handbook will help you with practical matters you will encounter in the course. It will help you to make the best use of your time and resources, set out the format to be used for references, the bibliography and presentation of the dissertation, emphasise areas you should be aware of, and encourage you to engage with your research.

If you have questions or queries not answered in this guide ask your supervisor or the Course Director. They have expert knowledge about the subject, conventions to be used and sources and resources that are available, and will be able to tell you the best person to contact should any problems occur.

ii) Networks and support
Archaeological research is exciting and rewarding and you are embarking on a voyage of discovery. At times it might seem stressful; for example, the document you thought would provide essential information did not and your writing is not going as smoothly as you hoped. This is the time to contact your supervisor or the Course Director. They are there to help you and to make sure that you achieve your goals. Their experience and the resources of the University of Cambridge are there for you to use. Discussing issues with your fellow students within the VLE will also be helpful and supportive. This research and writing it up should be an enjoyable experience. Students, supervisors and the Course Director should all be looking forward to the coming year with pleasurable anticipation.

From time to time, you may be sent information about other events you can attend at the University of Cambridge. If this is not viable you could consider joining a local archaeology society (such as the Cambridge Antiquarian society) or one of the national societies, such as the Prehistoric Society or Society of Antiquities of London, or chat over the internet with other archaeologists.

1. Aims of the course
The Undergraduate Advanced Diploma in Archaeology aims to:

a) give direction and academic support to students who are conducting their own research in archaeology;

b) encourage in students the appropriate critical skills in relation to research methodologies, in evaluating the work of other researchers and in relation to the sources, skills and methods appropriate to the discipline;

c) enable students to complete a substantial piece of independent research using appropriate sources and methods within a scholarly framework and to an appropriate academic standard;

d) encourage students to generate creative and original ideas through research and debate;

e) enable the student to undertake and complete a substantial piece of primary research culminating in a 10,000-12,000 word dissertation.

2. The overall structure of the course

Course schedule
The course is run every academic year with students starting in November.
During the Advanced Diploma you will be given a total of 8 supervisions over 2 years. It is up to you and your supervisor to decide whether to make this 4 a year, or whether you would like 3 in your first year and 5 in your second year. In years where there are many students, the Academic Director may decide to institute a group supervision during your first year and possibly also during your second. If this is planned, you will be notified at the time of beginning your Advanced Diploma.

The table above lists all the course dates that you need to know. Supervision dates are arranged individually between supervisors and students. Please write the agreed dates in to the spaces above for your own records.

**Induction Day**
The induction day provides an opportunity to meet your fellow students as well as your Course Director and there will be sessions on undertaking research, including how to access the resources of the University Library, and on preparing your dissertation. There will also be subject specific sessions and you will be asked to tell your fellow students about your research proposal.

**Supervisions**
The course is structured so that during the first year of the course you develop your knowledge and understanding and the appropriate skills to undertake the research that will culminate in your dissertation. Your supervisor will give assistance in this by advice on research methodology, asking questions and engaging in debates pertinent to your field of study as well as making sure that you keep to a manageable timetable.

During the course you will receive eight supervisions; see the section 3 below entitled ‘You and your supervisor’.

**Assignments and the dissertation**
During the course you will undertake a number of pieces of written work. The types of work you need to submit are listed below and the submission date for each piece of work is listed above.

All assignments must be submitted by the stated deadline and be within the stated word limits (counting any text in the body of the assignment, inclusive of references/footnotes/endnotes in the main body of the text, but exclusive of any appendices, bibliography or list of resources consulted and

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<tr>
<td>Course Starts</td>
<td>1 November 2016</td>
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<td>Induction Day (compulsory)</td>
<td>5 November 2016</td>
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<td>Supervision 1</td>
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<td>Supervision 2</td>
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<td>Complete Student Research Ethics form</td>
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<td>Submit summative assignment 1</td>
<td>31 January 2017</td>
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<td>Supervision 3</td>
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<td>Supervision 4</td>
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<td>Submit summative assignment 2</td>
<td>2 May 2017</td>
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<td>Supervision 5</td>
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<td>Supervision 6</td>
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<td>Supervision 7</td>
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<td>Submit draft of dissertation</td>
<td>20 March 2018</td>
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<td>Supervision 8</td>
<td>See below</td>
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<tr>
<td>Dissertation deadline</td>
<td>1 May 2018</td>
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of any abstract, list of contents or abbreviations that may be included at the beginning or end of the assignment).

**Formative assignments**

Formative assignments are designed to help you in your studies. These are compulsory but do not contribute towards your course mark. In the Advanced Diploma in Archaeology, formative assignments take the form of drafts of chapters and assignments, and will be referred to as such in this document. In addition to these drafts, there will be one formative assignment which comprises a research proposal and a plan for the first assignment.

**Summative assignments**

The summative (marked) assignments together account for 30% of your final course mark. Should you fail a summative assignment, your supervisor will advise you on the reasons and ways to improve.

**Draft of dissertation**

You will be required to submit a draft of your dissertation from 6 to 8 weeks before the submission of your final version of your dissertation (see timetable above). Your supervisor will then read the draft and give you feedback. To make the most of your supervisor’s feedback, please aim to submit at the draft stage a near-complete version of the dissertation and leave yourself sufficient time to implement any improvements to your draft dissertation that are recommended by your supervisor.

**Dissertation**

At the end of the course you will submit a 10,000 – 12,000 word dissertation which is worth 70% of your final course mark.

Your final mark will be a composite of your summative assignment and dissertation marks weighted 30% and 70% respectively. It is necessary to achieve a pass mark of 40% or above in each piece of marked work. You will be allowed to resubmit, once only, any failed summative assignment during the first part of the course, assuming that the fail mark is not arrived at through unmitigated late submission. Resubmission of a dissertation which is given a fail mark is only possible in exceptional circumstances and is not normally permitted.

**Student Ethics Research Form**

During the course, your Course Director will ask you to complete a Student Ethics Research form.

**3. You and your supervisor**

Supervisors are drawn from relevant Faculties of the University of Cambridge and the Institute of Continuing Education’s tutor-panel and will have expertise in the field you are studying. You will be notified by the Course Director or the Academic Programme Manager about your supervisor and your supervisor will receive your details and will get in touch with you to arrange for the first supervision.

Students can expect supervisors to be well-qualified and experienced in the study and research of Archaeology, and to have a specialism or a research interest in the general area of the student’s particular topic.

The relationship between the student and supervisor is a very important one. It is useful to give details of the ‘contract’ between you in order to avoid misunderstandings:

a) the supervisor is contracted to give between six and eight meetings (totalling six to eight hours) to discuss your progress. The timings and details of these supervisions are to be mutually agreed;
the number of individual meetings with your supervisor or group meetings with the Academic Director in Archaeology will be confirmed at the start of your Advanced Diploma;
b) summative assignments will be marked by your supervisor and feedback will contain constructive criticism;
c) the submission of the final draft of your dissertation should be 6 weeks before your final submission date unless agreed otherwise with your supervisor. Your supervisor will make constructive comments within two weeks of receipt;
d) the supervisor should be prepared to deal with a limited number of queries by communication through the VLE, or by telephone or letter.

As the student you will be expected to conform to a number of criteria:
a) to keep to the agreed timetable for meetings and handing in assignments. Please give your supervisor plenty of time to read and comment upon your assignments before your supervision. If you are unable to keep an appointment, please ensure you give your supervisor as much notice as possible;
b) to make the best use of supervision time: firstly by preparing for the meeting in advance and secondly by listening to the advice given to you by your supervisor.

Your supervisor will be asked to write a number of reports on your progress to the Course Director. These reports will be uploaded in your course VLE space as a record of your progress through the course.

4. Time management
It is very useful to make a preliminary plan for your work. Research often takes longer than the researcher anticipates but it is a useful discipline to impose deadlines on yourself.

A useful tool is a research log. This can be constructed to suit your requirements but the following headings have proved useful in the past:

- Date;
- weekly objective;
- hours worked and where;
- summary of main work covered, books read, primary research material collected;
- problems with research or general comments;
- plan for following week.

5. Subject sources
Archaeology these days can be quite an interdisciplinary subject. Different sub-fields draw upon different sources, and you may find yourself acquiring specialist knowledge in a range of different fields in order to complete your assignments. This is one of the many benefits of studying such an interesting subject!

Archaeologists tend to draw upon a range of both primary and secondary sources:

Primary sources might include excavations and excavation reports, and reports and analyses of various kinds about the landscape (e.g. field walking reports, geophysical surveys, and photographs). They can also include artefacts from museum collections.

Secondary sources include journal papers and books which put forward theories and interpretations of the primary sources.

For example, if you are exploring ritual practices in Iron Age Britain, the primary sources would be the excavation reports relating to, and the artefacts found on, the sites you are examining. The secondary sources would be any of the large number of articles or books published on the topic in hand and commenting on or analysing the primary sources.
If, however, you are exploring an aspect of 20th century conflict archaeology (such as WWII battlefields and graveyards), the primary sources would include the sites themselves, photos of the sites, and interviews with the sites' managers / caretakers or visitors. The secondary sources would include articles and books written about WWII battlefields in general or the battlefields you are analysing, marshalling information from a number of primary sources. However, as you are dealing with a period in living memory, primary evidence would also include memoirs, diaries, and interviews with old soldiers.

If in doubt, please discuss your options with your supervisor or the course director. They can advise and guide you about what is realistic for an advanced diploma and how much original research is expected at and appropriate for this level.

6. Course details

The Advanced Diploma comprises eight supervisions, two summative assignments, and one dissertation over two academic years of study. The two summative assignments are written in the first year of your course and together count towards 30% of the final mark. In the second year of your course you will undertake a 10,000-12,000 word dissertation, which makes up 70% of your final mark. In order to break these into something more manageable, you will be required to submit drafts of chapters, which must be completed but in themselves carry no mark. These are designed to help you to prepare your dissertation. It is advisable to discuss your research plan and content of your assignments with your supervisor as soon as possible after commencing the course.

It is recommended that dissertation supervisions take place roughly every 2-3 months so that the student is seen at regular intervals throughout the extended research period and gets into a structured work routine. A more frequent set of dates for email discussion of work can also be set, and suitable stages for this are indicated below.

YEAR 1

Formative assignment 1: approved research proposal for the dissertation and approved plan for the first summative assignment.

The Advanced Diploma starts with the submission of a draft of a possible research proposal of 1-2 sides of A4. This leads to the first supervision.

This should contain:
- A working title (problem-oriented rather than descriptive)
- An abstract, comprising a short discussion of the intended subject of the dissertation and how this relates to the secondary literature, and an explanation of why this topic is an important one for research.
- An over-arching research question followed by a list of 3 research sub-questions that you wish to address, noting that while the over-arching question can be quite general or theoretical, the sub-questions are more readily or easily answerable through a research strategy.
- A research strategy / methodology, which discusses how you will attempt to address your research questions
- A list of resources / archives / sites you will be examining (where appropriate)

Please note: this proposal will eventually become chapter 1 of your dissertation, and all of these elements should be present in some form. Your supervisor will guide you in this. Chapter 1 does not have to be completed at this stage; in fact, it is likely to change and evolve during your first and even second year. It should continue to be a work in process, and should be discussed again in supervision 4 and presented again to the supervisor for discussion at the first supervision of your second year with the assumption that the student’s thoughts will have evolved between meetings.

The elements of the research proposal will be used to plan the two summative assignments in YEAR 1.
It is probable that the initial research proposal will be broad based, and will be honed and modified during and after the first supervision by a process of discussion and negotiation with the appointed supervisor and will probably have to be modified further when you have looked at the sources available or realised that you have been too ambitious. Do not worry about this; being able to make adjustments because of lack of sources or time is part of the learning process when undertaking a sustained piece of research.

You and your supervisor may elect to have three supervisions in Year 1 and five in Year 2, or four in each year. Assuming a balance of four plus four individual supervisions, the following outline provides a guide for your progress throughout the Advanced Diploma.

**Supervision 1:**
In **supervision 1**, the restructuring of the research proposal is to be discussed and guidance is to be given regarding the structure and direction of the dissertation and the first summative assignment. The selection and theme of the second summative assignment will also be made. By the end of the supervision, you will be equipped with the tools to then be able to prepare and submit formative assignment 1, namely, an approved research proposal for the advanced diploma and a plan for the summative assignments.

After you have submitted the elements of **formative assignment 1** to the supervisor, had them approved, and have been given guidance for the summative assignments, you should begin work on writing the first summative assignment.

**Supervision 2:**
During the second supervision, the completed draft of the first summative assignment and the detailed plan for the second summative assignment is discussed.

Closing date for the submission of Summative assignment 1 is **31 January 2017 by 12 (noon) UTC/GMT***

*Co-ordinated Universal Time/Greenwich Mean Time

**Supervision 3:**
During the third supervision, the completed draft of the second summative assignment is discussed prior to submission of the second summative assignment for Year 1.

**Supervision 4:**
More general advice for research for the dissertation will be given during this meeting, with a particular focus on (a) turning the research proposal into chapter 1, and (b) the literature review.

Closing date for the submission of Summative assignment 2 is **2 May 2017 by 12 (noon) BST*** (11.00 UTC).

*British Summer Time

**Summative assessed assignments for Year 1**
You will be required to submit two summative assignments for assessment of 3,000-4,000 words each. **Please check carefully the precise word count required for each summative assignment. Your assignment word count should fall within the word count range stated.** Details of the summative assignment deadlines are given in section 2 above. Summative assignments should be submitted via the VLE and be accompanied by a cover sheet as described below.

These summative assignments will constitute 30% of your final mark with each summative assignment contributing 15%.
The content and title of these will be chosen by you, in discussion with the supervisor, and will be tailored to suit you and your research interests. Summative assignments will be a choice, directed and approved by the supervisor, of two from the four listed below. **The text within these assignments must not be repeated within the dissertation.**

a) A 3,000-4,000 word assignment on the wider subject of the dissertation to help you gain a broad platform on which to build research. This essay will help to develop the research skills involved in writing an in-depth, extended piece on a self-contained topic. It will also enable you to gain a greater familiarity with the literature in this area.

b) A 3,000-4,000 word assignment using a case study based on a similar site or artefact type to that explored in the dissertation to test a question drawn from a more general hypothesis, debate or issue in archaeology.

c) A 3,000-4,000 word assignment exploring a similar, related or associated phenomenon (broadly defined) in the sub-field of the discipline in which the dissertation will be written. The aim of this essay is to widen your knowledge of the context of your chosen field.

d) A 3,000-4,000 word assignment which engages with current, critical approaches to a debate within the general sub-field of the dissertation.

e) A 3,000-4,000 word assignment which reviews in detail (a) current museum exhibition(s), anywhere in the world, which engage(s) with an aspect of the dissertation.

f) A 3,000-4,000 word assignment or report based on a heritage site of related, similar or associated type to that which is explored in the dissertation, or related to the subject of the dissertation in general where the dissertation itself does not explore (a) heritage site(s).

The word length specified for the assignment(s) is inclusive of citations in the main body of the text and footnotes and endnotes, but exclusive of any bibliography, any abstract, list of contents or list of abbreviations that may be included at the beginning or end of the assignment.

**Guidance on Plagiarism**

Students are expected to make sure that their summative assignments and dissertation are supported by appropriate referencing and that there is no danger their work could be suspected of plagiarism. They should familiarise themselves with the guidance and plagiarism policy of the Institute available at [www.ice.cam.ac.uk/studying-with-us/information-for-students/plagiarism-policy](http://www.ice.cam.ac.uk/studying-with-us/information-for-students/plagiarism-policy)

Students will be required to complete an **Originality Declaration Form**, confirming that:

- I confirm that I have read and understood the information contained in this document, including the Institute’s plagiarism policy and the University-wide Statement on Plagiarism and Discipline Regulation 6.

- I undertake not to commit plagiarism, or collude with others in the committing of plagiarism, in any work submitted for assessment at the Institute of Continuing Education and understand that the penalties may be severe if I am found to have done so.

- I confirm that I understand that (a) if I am required to submit work only in electronic format, I have been advised to keep an electronic copy of the work until the final course results are released and (b) if I am required to submit work in both electronic **and** hard copy, both copies must be identical in content and that any differences will be treated as an attempt to defraud the examination of the course.

- I give permission for all assessed work to be submitted to Turnitin UK and understand that it will be added to the Turnitin UK database.
Preparing your dissertation: Supervision 5

For the first supervision of Year 2, you and your supervisor will review a draft of chapter 1 (which should include a methodology) and discuss the progress / draft of the literature review. The purpose of this chapter is to give you the opportunity to discuss your own proposed work or contribution within the context of the wider published literature. After the draft has been submitted, the supervisor will make comments on the draft within two weeks and before supervision 6.

The literature review is not expected to be exhaustive but should actively focus specifically on the issues which are relevant to the research questions, identifying precisely where your contribution will lie.

The literature review is an important and necessary component of your research project. In order to contribute a 'new' piece of archaeology you have to connect it with what has already been written. All scholarly writing includes such a review in some form so this assignment helps you develop an essential skill.

The literature review has a number of purposes. By doing such a survey the researcher can acquire relevant knowledge about the subject. It is essential to be able to place your research in context. For example, you may have chosen to research the relationship between the Britons and Romans in a particular settlement in the first century AD. There are unlikely to be any books that specifically refer to this but there are books that discuss relations between Britons and Romans more generally during this period. Reading these will help you to have a fuller understanding of your own project and what contribution your work will make to the field.

You do not have to read every book on your period and you do not have to include everything you read in your final dissertation. This exercise should help you identify the current issues in your field and it should help give you an idea of the gaps in the knowledge of your chosen research area.

Finally, it offers the opportunity for you to appraise the work of others. You need to approach the literature with a critical eye. Below are some suggested ways to achieve this:

- Ask critical questions as you work:
  - What are the author’s main arguments or conclusions?
  - Do these align with particular schools of thought?
  - How logical is the argument being made?
  - How well does the writer support their argument with evidence?
  - Does this work contribute anything relevant to your project?
  - Can your work contribute anything new to what is being discussed in the wider literature?

It is important to remember that copying the work of others is a form of intellectual theft and must be carefully guarded against. If you refer to something that you came across in your reading you must acknowledge the source of the idea. This is why meticulous record keeping is essential.

**TIP 1:** stay focused on your period and research topic. Do not go off on tangents. If you are studying Neolithic pottery in Cornwall, you do not have to discuss the way archaeologists have approached the study of ceramics from the 17th century to the present day. Stay focused! Your supervisor will help you with this.

**TIP 2:** make note of the key case studies discussed in the literature you come across and start to build up your own relevant database.

**TIP 3:** the more you read, the better informed your dissertation will be.
TIP 4: never cut corners – you will only have to go back later and do the work you missed!

Supervision 6: Chapter 3: the database and data chapter
You will first be given at least 2 weeks to make corrections to your literature review, which should then be emailed to your supervisor. After this, now that you are familiar with the main literature on the subject, you are in a good position to go back to chapter 1 (which started out as your research proposal) and make any corrections to it.

Whilst you have been writing your literature review, you have hopefully been building up your database. During this phase of your dissertation, you can now focus almost exclusively on this task. This chapter, then, relies on your ability to find the raw data of your research, which includes your primary sources, and which are often excavation reports or artefacts to be found in museums and archives. Excavation reports can be found in the Haddon library or (if you are doing a project in the field of classical archaeology) in the Classics Faculty Library on Sidgwick Avenue.

Once you have researched your sources and compiled your data, you then need to analyse them and think about interpretation. Because you should already be clear in your mind what aims and questions you want to bring to your sources, you will have been collecting data which helps to answer your research questions. The data itself, combined your reading, will begin to suggest interpretations to you. Remember that as you read, your questions may change and develop (this is to be expected). Don't forget to question what you read, and to be aware of the multiple interpretations of your data!

TIP: don't force a preconceived interpretation onto your artefacts; the data may suggest something else. Look for patterning in the data and continually ask questions of it. The act of interpretation is often a continuous one, with each new piece of data refining your ideas and suggesting further interpretations. Stay flexible in your thoughts.

The draft of chapter 3, the data chapter, should be emailed to the supervisor a few days before the meeting. During this supervision, your supervisor will discuss with you:

- Any remaining issues with chapter one (introduction).
- Any remaining corrections to be made to the literature review.
- Your data collection / database. What is missing? How can you find it? Have you focused on the right information? How does your data address your research questions?
- Your preliminary finds and thoughts and interpretations.

Database and associated discussion of primary sources
As the literature review formed chapter two, your presentation of the primary sources/ data, based on your database, should form chapter three. Although the raw data should be collected in your appendices, the data summary can and should be shown in a tabulated or graphic form in the body of the chapter. Should any problems be encountered in collecting your data, this can be discussed in chapter three. You should also discuss what you have found out so far. This is not the place to draw conclusions yet (unless early indications are clearly pointing in a certain direction); you are showing the direction in which you are moving in this draft.

The aim of this stage of the research is to build up your database specific to your research questions and to encourage you to write up your work. If you have any early analyses of your data, it is entirely appropriate to discuss them with your supervisor now. You are not expected to finish this chapter before your seventh meeting with your supervisor: it is enough to have completed a substantial amount of data and to have some written ideas and interpretations to discuss with your supervisor.

Supervision 7: Chapter four: discussion of results
Having already met your supervisor to discuss your collection of data, you should, at this stage, feel more confident about your database and what you need to do to complete it. You should also feel more confident about your preliminary interpretations. This means that not only can you now complete your draft of chapter three, where you discuss your data, but you can go on to consider the results.
Do draw upon your database to back up your results: this is necessary, so that you can clearly show the link between your questions, your data and the conclusions drawn.

Chapter three and a first draft of chapter four should be emailed to your supervisor as soon as they are complete. Your supervisor will then discuss these with you in supervision 7. Your supervisor will also give you advice about structuring the conclusion.

**Supervision 8: Chapter five: the conclusion**
During your final supervision with your supervisor, you will review the draft of the entire dissertation, focusing specifically on the conclusion and its structure. It is imperative that the conclusion contains the following elements:

- an explicit answer, as far as possible, to each of the research questions;
- a discussion of the importance, originality and contribution to knowledge of the dissertation as a whole;
- a suggestion of where future research may lie.

**Dissertation overview**
There are a number of components that are essential to your dissertation. While they do not all form separate chapters in themselves, you and your supervisor should be content that you have produced the following:

- Title
- Abstract (a maximum of a page which states, at a glance, what your project is about)
- Introduction: overall aims, strategy and methodology
- Review of the literature
- Sources / data
- Analyses and discussion
- Conclusion
- Bibliography
- Appendices

You need to give thought to how you will present these components. This should be done after discussion of the structure of your dissertation with your supervisor (the structure given above is for guidance only; the nature of the dissertation and the data under examination may suggest a different structure. Please take the advice of your supervisor). The length and headings of these sections will depend on your topic and how you choose to deal with it. They will not always be of a uniform length.

**Notes of advice for the structure of the dissertation:**

The **Introductory chapter** should contain:

a) a discussion and contextual explanation of what the dissertation is about (in terms of topic, place and time);
b) a short discussion of why this topic is important and needs to be researched;
c) a list of the specific research questions, with a rationale for each one;
d) a methodology for the dissertation (making sure that each research question is addressed);
e) a short discussion of the strengths and weaknesses / advantages and drawbacks of your primary sources and your methodology;
f) a preview of the structure of the dissertation.

The **literature review** should aim to:

- set the topic of the dissertation, and in particular the research questions to be addressed, within the context of the wider literature in the field. While it is appropriate to set the topic within its wider geographical / chronological context in the introduction, the literature review should stay focused on the specific topic in hand.
The **data chapter** should aim to:

- present and discuss the primary data collected during the research. If this has involved a very large collection of data, this should be presented in the appendices, and summary tables and diagrams along with associated discussion and explanation should be presented in this chapter. Please consult your supervisor about what is appropriate for the appendices and what should be presented in the chapter.

The **results chapter** should:

- discuss the patterns, observations and findings distilled from the data collected. It is sometimes appropriate for the results to be presented at the end of the data chapter and not confined to a separate chapter. You should take advice from their supervisor about what is appropriate for you and your dissertation. There are no hard and fast rules here.

The **conclusions** should:

1) restate the research questions and provide the findings from the dissertation;

2) explain the importance / implications of the findings / results and how it moves the field forwards;

3) present ideas / indications / recommendations for possible future research.

*Please note that not all dissertations lend themselves to this traditional five-chapter model. Please do not worry if yours does not; simply discuss this with your supervisor.*

**Submission of the dissertation**

You will be required to submit a final dissertation of 10,000 to 12,000 words. Please endeavour to ensure that your dissertation is **not less than 10,000 words and not more than 12,000 words**.

Closing date for the submission of the dissertation is **1 May 2018 by 12 (noon) BST (11.00 UTC)**. The dissertation will constitute 70% of your final mark.

The word length specified for the dissertation is inclusive of references in the main body of the text, of footnotes and endnotes but exclusive of any bibliography or list of resources consulted and any appendices, abstract, list of contents or list of abbreviations that may be included at the beginning or end of the dissertation.

*It is advisable to send your final dissertation (after all corrections have been completed) to your supervisor for one final check.*

You should upload your dissertation into the course space of this Advanced Diploma in the Institute’s Virtual Learning Environment (VLE).

**7. Check-list before submission (and order)**

Please make sure that the dissertation is presented in the order as given below.

- Dissertation details (template will be provided)
- Abstract
- Acknowledgements
- Contents page, including list of tables, graphs, maps, illustrations
- List of Abbreviations (where relevant)
- Main body of the dissertation, with footnote references in the text
- Any appendices
- Bibliography
8. Writing your assignments and dissertation

Writing

- Good archaeological writing has a beginning, middle and end that follows a logical progression and sustains an argument throughout.
- The dissertation should state its aims clearly from the start, and refer back to these aims throughout the text.
- Each section should be linked and should show how it relates to the topic or adds to the argument.
- If change over time is one of the key elements, the work should progress chronologically. This is especially important in the literature review.
- Quotations should be used selectively and only when they add to the argument. It is better to discuss ideas using your own words.
- The dissertation should stick to the point and not digress down interesting side-tracks; these belong to another piece of work.
- Do not repeat the assumptions and statements of other authors without questioning them and assessing the evidence on which they base those statements.
- The dissertation should be analytical rather than descriptive. It is not enough to describe what you have found; you must also analyse it.
- A narrative / running commentary is useful to guide the reader and insert your own ‘voice’ into the text. It also gets you into the habit of inserting your own opinions.
- Be aware of the importance of being explicit. This is especially important when you are showing the reader what in the dissertation is new and original. Don’t miss out on those extra brownie points!

Ten points to remember when writing up your dissertation

1) You should state the argument as early and concisely as possible in the introduction. Get to the point in the first paragraph.
2) You must ask questions of other’s theories and use these critiques to develop your own argument.
3) Always give evidence to support your assertions.
4) Try not to distort arguments with which you do not agree, or try to make your data fit the argument you are making if it does not. Be alert to the fact that your data may be suggesting something else far more interesting.
5) Be honest and acknowledge any flaws there might be in your argument.
6) Keep to the subject and do not add any tangential topics that are not relevant to your central argument. 10-12,000 words may seem like a lot, but it is remarkably easy to go over the word limit.
7) Build up your evidence or argument step by step in a logical manner.
8) Use good, standard English and watch the spelling, grammar and punctuation (see Lynne Truss (2003), *Eats, Shoots and Leaves: a zero tolerance approach to punctuation*. Profile books)
9) As a stylistic device, you may wish to let your first and last paragraph mirror each other to bring the dissertation full circle. In any case it is wise to continually refer back to your main theme or argument showing how the discussion relates to this.
10) Be self-disciplined and selective (see item 6!)

References and bibliography

The Harvard System is preferred in Archaeology. See archaeology bibliography notes (on the archaeology resources web space on the VLE) or Institute of Continuing Education student handbook.

At the end of the dissertation there should be a bibliography of all works cited (and only those cited), in author-alphabetical sequence. Where there is reference to more than one work by an author, list the works in order of date of publication.

For books the information provided should include author, year of publication, title, publisher and place of publication:

**Edited volumes** are cited in the same way with the addition of information about the authors and page numbers of the paper cited within the book.


Information about **periodical articles** (journals) in the bibliography should include author, year, title of article, title of journal, volume number of periodical, and the page number for the article.


*NB, you may wish (for example) to italicise rather than underline titles; this is fine, but be consistent throughout.*

References within essays in this system take the form:

- It has been claimed *(Smith 1999, 21)* that …

or:

- *Smith (1999, 33-42)* claims that …

This then allows the reader to cross-reference to your bibliography in order to identify your source. If there are two or more authors in your bibliography with the same name, include their initial in the in-text citation to distinguish between them: *J Smith 1999; R Smith 1999*. If you need to refer to more than one work by the same author published in the same year, cite them as *Smith 1999a* and *Smith 1999b* etc. which should link to similar annotation in your bibliography; Smith 1999a should be the first one you mention in the text. Note that page numbers *within the text are not* preceded by *p* or *pp.* Always provide the page number(s) in the in-text citation when you include a quotation, and also when you cite a particularly significant piece of information, interpretation, theme or section from a larger work. Generally there is no need to provide page numbers when the material or theme you cite constitutes the entire publication as may be case sometimes be the case, particularly with articles. e.g. *Smith (1999a, 12-24)* argues that …

Make sure all citations in the text are included in the bibliography. The bibliography **must not** include any references which have not been cited in the text. In Archaeology, we do not list general background reading in the bibliography if we have not actually cited these works in the text.

### 9. Assessment of assignments and examination of the final dissertation

**Marking Scheme**

Your summative assignments and dissertation are marked in relation to your achievement of the learning outcomes specified for the course. For further information and a description of the marking scheme please refer to the Student Handbook.

**Learning Outcomes: summative assignments and dissertation**

You will be able to demonstrate:

a) an understanding of the methods and issues involved in the critical study of archaeology;

b) autonomy in planning and managing resources and processes within broad guidelines;
c) an understanding of the wider theoretical debates around their chosen topic and show a relationship between their own research and their wider context;
d) a critical evaluation of research strategies, primary and secondary sources, research methods and methodologies and the wider literature.

Your summative assignments and dissertation will be marked by your supervisor, after which they will go through a moderation process; for further information relating to moderation please refer to the Student Handbook. Feedback will be returned to you as soon as possible.

On passing the course, you will be invited to receive your certificate and transcript in person at the Institute of Continuing Education at Madingley Hall; alternatively the certificate can be sent to you by post.

10. If you want advice or encounter difficulties

If you want to discuss future study or career plans, please contact the Course Director. If you encounter difficulties during your studies that affect your performance, you should let your Course Director know as soon as possible so that we can give you advice.

Extensions are not available. Instead, you should submit your work as close as possible to the deadline, even if incomplete. You should then use the “mitigating circumstances” process to ask that the circumstances be taken in to account. The mitigating circumstances process takes place at the end of each academic year, and is explained in full in the Student Handbook.

11. Complaints and appeals

If you feel that you have not received the tuition you expected, or there were academic circumstances which limited your achievement of the learning outcomes, you should notify the Course Director. The procedures for making a complaint and academic appeals are detailed in the Student Handbook.

12. What next?

When you have finished your dissertation you might want to continue with your research. The Advanced Diploma in Archaeology will give you the skills necessary to proceed to a higher degree, such as a Masters. Part-time Masters degrees are now available at a number of institutions across the country.

The University of Cambridge will consider applications from students who have finished their Advanced Diploma for their full-time, one-year taught MPhil course, although competition for places is high and a mark of around 70% or above is a minimum requirement (although do please check with the department for the latest guidelines). The MPhil is an intensive course which is examined by essays, thesis and written exams. If it is not convenient for you to travel to Cambridge, there are similar courses at other higher education institutions throughout the country.

You might want to present your ideas at an archaeology conference or publish the ideas from your dissertation. Your supervisor will be able to give you advice how to do this.

Information correct as at 06 September 2016

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.